

St Andrew's CE Primary School, Much Hadham

Summary of Catch-Up Strategy



School information			
School	St Andrew's CE Primary School, Much Hadham		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £15, 120
Total number of pupils	206	% Disadvantaged Pupils	8% PPG, 11% SEND, 5% EAL

Contextual Information (if any)
St Andrew's CE Primary School in Much Hadham is a one form entry Primary School and Nursery with around 205 pupils ranging from 3-11 years. It has 8 class teachers, teaching pupils with well below percentages of economic disadvantage, Special Educational Needs and Disabilities and English as an Additional Language. The school has had a high percentage of transience – up to 25% within a school year (2019).

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had. Issues with behaviours for learning are quickly identified and acted upon.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be. Back on track

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of Spring term at the latest, children should, with quality first teaching and additional support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost from catch up funding
Transition support	<p>6 out of 8 class teachers to teach classes they have taught before</p> <p>Use of Supporting Smooth Transitions Toolkit in EYFS</p> <p>Individual support for children with additional needs – bespoke plans where required.</p>	<p>YR, Y1, Y3, Y4, Y5, Y6</p> <p>YN</p> <p>Pupils with high needs and EHCPs</p>	<p>This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new classrooms to enable successful transition. Staff build on trusting and respectful relationships with children quickly to enable successful learning.</p>	<p>CD</p> <p>GS</p> <p>CD/JS</p>	<p>Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. September 2020</p> <p>Ensure plans are in place for individuals requiring further support/individualised plans. October 2020</p>	From school budget
Quality first teaching	<p>Continued, thorough and focussed monitoring programme.</p> <p>Lesson observations Aut 2.</p> <p>Training/CPD for staff as required, especially in Essential Maths and Spelling and in use of Ready to Progress Criteria.</p> <p>Ensure all teachers understand the expectations of reading and writing TAFs and Ready to Progress Criteria for their classes and across the school.</p>	Across all classes	<p>SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content taught - support where necessary.</p> <p>CT subject knowledge increased.</p> <p>Clearer progression of skills and knowledge in reading, writing and maths across the school.</p>	<p>SMT</p> <p>CD</p> <p>CD/HC</p>	<p>Self-evaluation schedule in place and shared with all staff. November 2020</p> <p>Observations recorded in writing for whole school feedback and for individuals. November 2020</p> <p>TAFs and Ready to Progress Criteria written in child friendly language and shared with children on working walls. November 2020</p>	2 x £190

STRAND 2: TARGETED SUPPORT						
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost from catch up funding
Identification of individual children needing supplementary support to get 'back on track'	Detailed provision mapping – identification of barriers to learning and predominant areas of need.	Those children who have not made expected progress since the last assessment point (Spring 20) or since the last Key Stage assessment.	Provision/interventions put in place to make best use of resources available. Staff identified to best support the children based on their knowledge of the intervention and the children identified.	JS/CD	Impact of interventions measured using 'in' and 'out' data/information From November 2020	From school budget
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff Catch up team created to deliver interventions and/or cover class teachers while they target individuals.	Children across the school identified as needing support to improve their attainment in English and Maths.	Accelerated progress for identified pupils. Barriers to learning identified are addressed and overcome – including behaviours for learning and/or	JS/CD	Progress of pupils monitored carefully at Pupil Progress and Attainment meetings and during phase and cross phase moderation. (See Self Evaluation Schedule) Scores in testing (scaled scores where possible) December 2020, March 2021 Work in class/books to show application.	£6536
Y5 and Y6 morning booster sessions	Targeted interventions - small group delivered by teachers up to 2 x weekly. Resources to enable successful intervention.	Children in Year 6 identified as needing support in English and/or Maths.	Children will have targeted supported outside of school hours to enable gaps in learning to close and accelerated progress be made.	LW/CD	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using 'in and out' data. Start November 20	£2430

Support for social, emotional, mental health	Interventions (1:1/small group): Learning mentors Referrals to outside agencies Protective Behaviours Volcano in my Tummy Staff training Lego therapy/building club Other resources (where required)	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	JS	SDQ start and end of intervention to measure progress. Discussions with staff/families before, during and after intervention to measure progress/improvements From November 2020	£2950
Total budgeted cost for Strand 2						£11916

STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost from catch up funding
Improve attendance	High importance placed on tracking, monitoring and tackling actions where concerns in attendance arise.	Persist absentees. Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	CD	Daily tracking of attendance using DfE return. From September 2020 Monitoring of attendance to take place alongside CPOMS audit half termly.	From school budget
Home learning plan	A plan in place for all pupils to access learning at home if/when necessary. (See separate Home Learning Plan).	All pupils	All children able to access high quality learning	CD/HC	Teacher feedback at staff meetings – what percentage of each class are engaging with home learning? From November 2020	From school budget
Access to technology at home	Audit of pupil access to appropriate devices for home learning. Redistribute older staff and pupil laptops for families who need them. Purchase of new laptops for teachers Information slides sent home to parents to show them how	Those without access to appropriate devices. Year 2-6	All pupils able to access home learning for homework	CD/HC	Teacher feedback at staff meetings – what percentage of each class are engaging with home learning? Survey to go home via Teams – November 2020	From school budget

	to access Teams and their children's home learning					
Remote home learning	Use of DfE grant to set up Microsoft Teams to enable targeted home learning, EYFS and Year 1 to use Evidence Me Easy feedback and communication between teaching staff, children and their parents.	Year 2 to 6 EYFS and Year 1	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	HC	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children – feedback from PTC reports November 2020 Engagement levels	From school budget
Logins available for Timetables Rock Stars, Purple Mash, Evidence Me and other educational resources for home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Parents able to assist child with access and support home learning.	HC/CD GS	Ensure children have access to resources and check engagement with weekly homework. Check parental sign up and engagement for Evidence Me (EYFS) from November 2020	From school budget
Home Learning - Support for Parents	Information to be sent out to parents about the EYFS ELG's, and Y1 to Y6 programmes of study and how they can support their child with their learning at home. Information regarding formal testing to also go home	All classes Y1, Y2, Y4, Y6	Parents aware of curriculum expectations and needs of their child Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	All CTS	Parents to be sent class newsletters [these are also uploaded to the website]. From September 2020 Impact to be evaluated through the test scores that children are achieving. Pupil/parent voice through Forms on Teams.	From school budget
Further parental engagement with pupils learning	PTCs to be replaced in the Autumn term with a written report and a phone call where necessary. ISPs sent home for SEN pupils	All classes	Parents to be more aware of needs of their child and how they can help them in the areas of.. Behaviour for learning Maths and English SEN pupils to still have ISPs		Pupil progress and attainment meetings Feedback from parents using slip provided November 2020 Progress against ISPs – reviewed Feb 2021	From school budget
Total budgeted cost for Strand 3						£0

Financial Summary

	Total budgeted cost for all strands	£15,289
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